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## ABSTRACT

The materials included in this booklet are designed for use by participants in Application Sessions A and B for Vocational Education Personnel working with elementary-secondary schools. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Overcoming Sex Bias and Discrimination in Vocational Education: Rationale and Legal Requirements, and (2) Overcoming Sex Bias and Discrimination in Vocational Educational Education: Awareness and Action Planning. These participant materials are one component of a multicomponent training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized in 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

APPLICATION MATERIALS FOR  
VOCATIONAL EDUCATION PERSONNEL

Prepared for the  
Council of Chief State School Officers  
Title IX Equity Workshops Project

by the  
Resource Center on Sex Roles in Education  
National Foundation for the Improvement of Education

Field Test Materials  
Not For Final Distribution

## Preface

These participant materials are one component of a multi-component training model developed by the Resource Center on Sex Roles in Education under a sub-contract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in the 19 regional workshops of the CCSSO's Title IX Equity Workshops Project. Participant materials for the Project were funded under contract P-77-0139 with the Educational Equity Group of the National Institute of Education, Department of Health, Education, and Welfare. The Title IX Equity Workshops Project is funded under contract 300-76-0456 with the Women's Program Staff, U. S. Office of Education.

These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. Individuals or groups interested in reproducing these materials should obtain permission from the CCSSO Title IX Equity Workshops Project, as revisions of these materials are continually being made. It may be possible to obtain improved versions for reproduction. The final products will be completed April 1, 1978.

The materials included in this booklet are designed for use by participants in Application Sessions A and B for Vocational Education Personnel working with elementary-secondary schools. They were developed by Joyce Kaser and Martha Matthews. Shirley McCune and Martha Matthews are Co-Editors of the training model. Ann Samuel, Lois Jamieson, and Ann Baucom of the Resource Center staff assisted.

These materials are organized within two sections:

- Overcoming Sex Bias and Discrimination in Vocational Education: Rationale and Legal Requirements--Worksheets for Application Session A for Vocational Education Personnel

This section includes all worksheets used by participants during Application Session A for Vocational Education Personnel

- Overcoming Sex Bias and Discrimination in Vocational Education: Awareness and Action Planning--Worksheets for Application Session B for Vocational Education Personnel

This section includes all worksheets used by participants during Application Session B for Vocational Education Personnel

Acknowledgement is given to Sarita Schotta, Project Monitor, National Institute of Education, for the advice and assistance provided in the development of the participant materials for the regional workshops. Acknowledgement is also given to M. Patricia Goins, Project Monitor, Women's Program Staff, U. S. Office of Education, and to Joan Duval, Director, Women's Program Staff, for their advice and assistance in the implementation of the contract for the CCSSO Title IX Equity Workshops Project.

Special appreciation is also extended to the 19 subcontractors implementing the model in the regional workshops for their contributions, support, and patience throughout the project.

OVERCOMING SEX DISCRIMINATION AND ATTAINING SEX EQUITY  
IN VOCATIONAL EDUCATION: THE SOCIAL/EDUCATIONAL  
AND LEGAL CONTEXTS

Worksheets for Application Session A for Vocational  
Education Personnel

ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION

AN INTRODUCTORY ASSESSMENT

Vocational Education Worksheet 1

1. What types of examples of differential treatment of female and male students or employees can you identify in vocational education programs? (Be as specific as you can.)
  
  
  
  
  
  
  
  
  
  
2. What have you found (or do you expect to find) easiest in implementing Title IX and/or working to attain sex equity in your vocational education programs? (e.g., Which forms of differential treatment are easiest to modify?)

Why?

3. What have you found (or do you expect to find) most difficult in implementing Title IX and/or working to attain sex equity in your vocational education programs?

Why?

4. What do you think will be the most important results or outcomes of efforts to implement Title IX and to attain sex equity in your vocational education programs?

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE  
AND IN VOCATIONAL EDUCATION PROGRAMS:  
WHAT ARE THE FACTS?

Vocational Education Worksheet 2

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the alternative you believe is correct, and write its letter in the blank to the right of the statement.

1. Women make up \_\_\_\_\_ of the nation's paid workforce. \_\_\_\_\_  
a. 26%   b. 41%   c. 54%
2. For every \$1.00 men earn, women earn \_\_\_\_\_. \_\_\_\_\_  
a. 95¢   b. 76¢   c. 57¢
3. The average young woman today can expect to spend \_\_\_\_\_ years in the paid work force. \_\_\_\_\_  
a. 7.3   b. 17.1   c. 22.9   d. 31.2
4. Out of every 10 young women in high school today, \_\_\_\_\_ will work for pay outside their homes at some point in their lives. \_\_\_\_\_  
a. 9   b. 5   c. 7.4
5. Both husband and wife work in \_\_\_\_\_ percent of the nation's marriages. \_\_\_\_\_  
a. 35   b. 47   c. 28
6. The median income of working women with four years of college is \_\_\_\_\_ that of men who have completed eight years of elementary school. \_\_\_\_\_  
a. greater than   b. the same as   c. less than
7. The difference between the average yearly incomes of male and female workers has \_\_\_\_\_ over the past 20 years. \_\_\_\_\_  
a. increased   b. decreased   c. remained the same

8. \_\_\_\_\_ women have the highest labor force participation of any group of women. \_\_\_\_\_  
a. Asian-American    b. Black    c. Hispanic  
d. Native American    e. White
9. About \_\_\_\_\_ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support. \_\_\_\_\_  
a. four    b. six    c. eight
10. Women workers are \_\_\_\_\_ likely than male workers to be absent from work. \_\_\_\_\_  
a. more    b. less    c. approximately equally
11. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order: \_\_\_\_\_  
a. white males, white females, minority females, minority males  
b. white males, minority males, white females, minority females  
c. white males, minority females, white females, minority males
12. \_\_\_\_\_ percent of all women workers are employed in clerical occupations. \_\_\_\_\_  
a. 11.2    b. 18.1    c. 27.8    d. 35.0
13. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest number of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast \_\_\_\_\_ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations). \_\_\_\_\_  
a. 40    b. 60    c. 70
14. \_\_\_\_\_ percent of all vocational education programs had enrollments which were either 90 percent male or 90 percent female in 1972. \_\_\_\_\_  
a. 20    b. 32    c. almost 50

15. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is \_\_\_\_\_.  
a. consumer and homemaking programs  
b. occupational home economics  
c. office occupations
16. \_\_\_\_\_ percent of all students enrolled in vocational education programs in the area of trades and industry are females. \_\_\_\_\_  
a. 13    b. 21    c. 34
17. Trends in male/female enrollment in vocational training programs show that \_\_\_\_\_  
a. females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs  
b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs  
c. the entry of males and females into programs non-traditional to their sex is occurring at about the same rate

SEX DISCRIMINATION/SEX EQUITY IN  
VOCATIONAL EDUCATION: WHAT DOES THE LAW SAY?

Vocational Education Worksheet 3

Directions: Listed below are twelve items which relate to sex discrimination/sex equity in vocational education policies, programs and practices. Please read each item and make a determination as to how Title IX requirements apply to each. Mark the items in the following way in the blanks provided:

P--if you believe it is prohibited by Title IX

R--if you believe it is required by Title IX

NA--if you believe that Title IX is not directly applicable to the item

1. Requiring females to demonstrate basic mechanical proficiency before admitting them to an auto mechanics class; not requiring such a demonstration by males \_\_\_\_\_
2. Maintaining single sex vocational clubs; for example, denying females entrance into Future Farmers of America \_\_\_\_\_
3. Developing programs to recruit both females and males into vocational education programs not traditional for either sex \_\_\_\_\_
4. Developing curriculum materials on the changing roles of women and men and women's entry into the work force for use in home economics courses \_\_\_\_\_
5. Assigning students to work experience programs according to an employer's preference for either male or female students \_\_\_\_\_
6. Requiring females in trades and industry programs to produce a guarantee of future employment before admission; making no such requirement of males \_\_\_\_\_
7. Developing publicity programs related to the elimination of sex bias in vocational education \_\_\_\_\_
8. Reviewing all vocational education course enrollments to identify courses in which enrollments are 80 percent male or 80 percent female; ensuring that these enrollments are not the result of sex discrimination in counseling \_\_\_\_\_

9. Providing special programs for homemakers who, as a result of divorce or separation, must seek employment \_\_\_\_\_
10. Revising recruitment materials for vocational education programs to ensure that they do not imply, either in texts or photographs, that certain programs or occupations are more appropriate for one sex than for the other \_\_\_\_\_
11. Refusing to hire a qualified male to teach child development because most students in the program are females and he "might cause problems" \_\_\_\_\_
12. Refusing to admit females to a technical program because there is only one restroom in the building where the program is housed and this restroom is used by males \_\_\_\_\_

THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS  
RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION

Vocational Education Information Worksheet 4

The purpose of this information sheet is to provide a summary of the provisions of the Education Amendments of 1976 related to sex equity in vocational education.

It is organized in the following sections:

- background information on the Education Amendments of 1976
- a summary of the provisions of the Education Amendments of 1976 which relate to overcoming sex bias and sex stereotyping and achieving sex equity in vocational education programs
- a comparison of the sex equity provisions of the Education Amendments of 1976 with the nondiscrimination provisions of the regulation to implement Title IX of the Education Amendments of 1972

BACKGROUND INFORMATION: THE EDUCATION AMENDMENTS OF 1976

The Education Amendments of 1976 (Public Law 94-482) were signed into law on October 12, 1976; they will become effective as of October 1977. Among the statutes modified by these Amendments is the Vocational Education Act of 1963, which authorizes Federal assistance to States for support of vocational education programs. Regulations regarding the implementation of the Education Amendments were published in April of 1977 and, as of September 1, 1977, were awaiting the signature of the Commissioner of Education which will make the regulations effective. The material for this summary was derived from the legislation and from the proposed regulations.

The 1963 Vocational Education Act established a system of "matching" grants to the States for the support of vocational education programs. Federal funds were allocated to States on the basis of certain characteristics of their populations, with the requirement that these funds be matched by the States and expended to support certain categories of programs. The 1976 Amendments make two major changes in the 1963 legislation.

First, they consolidate all the categorical grants established by the 1963 legislation (with the exceptions of those for consumer and homemaking programs and for special programs for the disadvantaged) into a single block grant to States. Eighty percent of this block grant is considered a "basic grant;" the remaining twenty percent is for "program improvement and supportive services." Within each of these two subcategories a number of specific alternatives for which States may expend these funds are delineated.

Second, the Amendments require the modification of the planning process which States must implement related to their use of Federal funds. One major modification requires the involvement of a wider variety of groups in the planning process.

One of the major priorities of that portion of the Amendments which pertains to vocational education is the overcoming of sex discrimination and sex stereotyping in vocational education. Provisions related to the overcoming of discrimination and bias are incorporated within each of the three major sections dealing with vocational education programs; they are included in the:

- requirements for the administration of State vocational education programs
- provisions governing State use of Federal vocational education funds
- requirements for national vocational education programs

The provisions of the 1976 Amendments apply directly only to Federal and State programs, but they establish priorities and programs which affect the design and implementation of local vocational education programs.

#### THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION

Provisions of the 1976 Amendments which relate to sex equity in vocational education are organized within three major categories:

- requirements for administration of State vocational education programs
- provisions governing State use of vocational education funds
- requirements for national vocational education programs

Relevant provisions in each of these categories will be summarized in this section.

#### Requirements for Administration of State Vocational Education Programs

There are five major administrative requirements for State vocational education programs which are related to the overcoming of sex discrimination and sex stereotyping in vocational education. They include:

1. Designating full time personnel to eliminate sex bias and discrimination in vocational education programs

All States which receive Federal vocational education monies must designate personnel to work full time with the State board of vocational education in:

- "furnishing equal educational opportunities in vocational education programs to persons of both sexes; and
- eliminating sex discrimination and sex stereotyping from all vocational education programs."

The functions of the person or persons designated include:

- taking actions to create awareness of programs and activities in vocational education designed to reduce sex stereotyping in vocational education

- gathering and disseminating data on the status of women and men students and employees in vocational education programs in the State
- reviewing the distribution of vocational education grants made by the State to ensure that the needs of women are addressed in all projects funded
- reviewing all vocational education programs in the State for sex bias
- monitoring the implementation of laws prohibiting sex discrimination in employment within State vocational education programs
- developing and supporting actions to correct problems identified in the process of these data-gathering, reviewing, and monitoring activities
- assisting local education agencies and other interested groups in the State in improving vocational education opportunities for women
- making available the information developed to the general public and to specified State and Federal agencies
- reviewing the State's five-year plan and submitting recommendations related to the overcoming of sex bias and sex discrimination in vocational education

All States are required to reserve at least \$50,000 from their basic grant funds to support the personnel working to carry out these functions.

2. Representing women's concerns on the State advisory council for vocational education

All States are required to include on their advisory councils for vocational education representatives who are "women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the educational experiences problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including one or more persons who are members of minority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups." It is the function of the State advisory council on vocational education to

- advise the State board with responsibility for the administration of vocational education programs regarding policy matters in the approved five-year State plan
- assist the State board in the development of plans for State board evaluations

- evaluate vocational education programs, services, and activities according to annual program plans, to publish these evaluations, and to submit evaluation reports through the State board to the Federal government
  - identify the vocational education, employment, and training needs of the State and to assess the extent to which vocational education and related programs represent a consistent and coordinated approach to meeting these needs
  - provide technical assistance for the establishment and operation of local vocational education advisory councils
3. Including policies to eradicate sex discrimination in State five-year plans for vocational education

Each State must include in its five-year plan for vocational education a detailed description of the policies it will follow to ensure equal access to vocational education programs by both women and men. Each description must include a statement of actions which will be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs and of incentives adopted by the State for local education agencies and institutions of vocational education to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex stereotyping in all occupations.

The State plan must also set forth a program to meet the needs of homemakers who must seek employment after separation or divorce, single heads of households who lack adequate job skills, and persons who wish to seek employment in areas which are nontraditional for their sex.

4. Reviewing annual program plans for compliance with State policies regarding eradication of sex discrimination

Every State must, in its annual program plan, provide information regarding the compliance of this plan with the provisions of the five-year plan related to the provision of equal access to vocational education programs by women and men.

In addition, each State must provide assurances that the person designated responsibility for ensuring equal access by men and women to vocational education in the State has been provided an opportunity to review the plan before it is submitted to the Federal government for approval.

5. Evaluating vocational education programs for service to women

Each State board of vocational education is required, during the five-year period of the State plan, to evaluate each vocational education program or project supported by Federal, State, and local funds. Among the items to be evaluated are those services provided to women as one of several special populations.

## Provisions Governing State Use of Vocational Education Funds

The provisions of the Education Amendments covering State use of Federal funds for local vocational education programs distinguish between these areas in which States are required to expend funds and those areas where States may elect to expend funds.

From their basic grants for vocational education programs, States must expend funds for the following category of services:

### ● Vocational education programs for displaced homemakers

States must use funds under their basic grants, in accordance with approved five-year and annual program plans, to provide vocational education services for:

- persons who have been homemakers but who are seeking employment as a result of separation or divorce
- single heads of households who lack adequate job skills
- persons (female or male) who are in jobs which have been traditionally considered appropriate for their sex and who wish to seek jobs in areas which have not been traditionally considered appropriate for persons of their sex

These programs must include three components:

- organized educational programs to prepare persons in these special groups for employment
- special courses preparing these persons in ways to seek employment
- placement services for graduates of these special programs

States may use basic grant funds for the following services:

### ● Support services for women

States may use funds under their basic grants to provide support services for women entering vocational education programs designed to prepare persons for jobs which have been traditionally limited to men. Among the services which might be provided (when included in an approved five-year or annual program plan) are:

- Counseling--counseling women entering or enrolled in nontraditional programs on the nature of the programs and the difficulties which may be encountered by women; furnishing supportive services to assist students in adjusting to the new employment requirements
- Job development--providing materials and information to women in nontraditional programs regarding the opportunities to visit workplaces to observe work and work settings in jobs in nontraditional fields; bringing persons employed in fields which are not traditional for women into the schools to provide women students with information regarding the nature of work in these fields

- Job follow-up support--assisting women students in finding employment relevant to their training and interests; assisting students in the work force to deal with barriers experienced by women working in nontraditional areas
- Increasing the number of women instructors in nontraditional fields--increasing the number of women instructors working in programs which have traditionally enrolled predominately males, in order to provide supportive examples to women who are preparing for jobs related to these nontraditional programs

- Day care services for children of students

States may also use funds under their basic grants (when this use is specified in approved five-year and annual program plans) to provide day care services for students, including both females and males and single parents, in secondary and postsecondary vocational education programs.

With the program improvement and supportive services funds of their block grant, States may support the following services:

- Programs to overcome sex stereotyping

States may use Federal funds allocated for program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. Programs related to sex stereotyping may be funded in any of the three basic categories of program improvement services:

- Research--funds may be used for developing new curriculum materials or reviewing and revising curricula to eliminate stereotypes based on sex, race, or national origin
- Exemplary and innovative programs--States must give priority in the awarding of funds for exemplary and innovative projects to those which are designed to reduce sex stereotyping in vocational education
- Curriculum development--funds may be used for the development and dissemination of curriculum, guidance, and testing materials designed to overcome sex bias in educational programs; and for support services to assist teachers in meeting the needs of students enrolled in vocational education programs which have been traditionally limited to members of the opposite sex

- Vocational guidance and counseling

Funds made available to States for program improvement and support services may be used to support several vocational guidance activities which can provide supportive services to women or contribute to the eradication of sex stereotyping in vocational education. Among these programs which may be funded are:

- vocational resource centers designed to meet the vocational guidance and counseling needs of special populations, including persons entering or reentering the job market late in life (a significant proportion of these persons are likely to be women)
- training programs which are designed to provide counseling and guidance personnel with information regarding
  - the changing work patterns of women
  - ways of overcoming occupational sex stereotyping
  - ways of assisting girls and women in selecting careers solely on the basis of their occupational needs and interests

● Vocational education personnel training

Funds made available to the States for program improvement and supportive services may be used for inservice training to assist vocational education teachers and other staff to overcome sex bias in vocational education programs.

● Grants to overcome sex bias

States may use funds allocated for program improvement and supportive services to award grants to projects designed to overcome sex bias in vocational education. Awards are to be made in accordance with approved five-year and annual program plans; they may be made to support such projects as:

- research on ways to overcome sex bias and sex stereotyping in vocational education
- development of curriculum materials free of sex stereotyping
- development of criteria for the review of curriculum materials for sex stereotyping
- examination of existing curriculum materials for sex stereotyping
- training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers

States must use funds allotted to them in separate authorization for the following:

● Consumer and homemaking education

States must use funds allocated for programs of consumer and home-making education to support programs which:

- encourage both females and males to prepare for combining the roles of homemakers and wage earners

- encourage the elimination of sex stereotyping by promoting the development of curriculum materials which deal with
  - increased numbers of women working outside the home
  - increased numbers of men assuming homemaking responsibilities
  - changing career patterns of men and women
  - Federal and State laws relating to equal educational and employment opportunities
- prepare females and males who have entered or are preparing to enter into the work of the home

#### Requirements for National Vocational Education Programs

The last set of provisions of the Amendments relating to overcoming sex bias in vocational education pertain to national vocational education programs.

These provisions specify that:

- a national study of sex bias in vocational education will be conducted by the Commissioner of Education and submitted to Congress by October 1978
- a system for reporting information, including race and sex, of vocational education students must be in operation by October 1977. All States will be responsible for submitting relevant data for this system on a yearly basis.
- the National Advisory Council on Vocational Education must include in its membership minority and non-minority females and males with knowledge of women's issues and concerns
- five percent of the funds appropriated for Federal vocational education programs are reserved for use by the Commissioner of Education for programs of national significance, some of which can be programs to overcome sex bias in vocational education

#### COMPARISON OF THE 1976 EDUCATION AMENDMENTS AND TITLE IX

The provisions of the Education Amendments of 1976 which pertain to sex discrimination and sex bias are similar to the requirements of Title IX (Education Amendments of 1972) in basic intent: both are directed at ensuring that equal opportunities are provided to females and males in vocational education programs. There are, however, several significant differences between Title IX and the Amendments:

- Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex," but also sex bias, or "behavior resulting from the assumption that one sex is superior to the other," and sex stereotyping, or "attributing behaviors abilities, interests, values, and roles to a person or group of persons on the basis of their sex."

- The Title IX regulation applies directly to local education agencies and institutions; the Education Amendments of 1976 apply directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies, which in turn affect State funding of various local vocational education programs and institutions.
- Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are established by the Title IX regulation with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to States to use Federal monies for this purpose.

THE EDUCATION AMENDMENTS OF 1976:  
IMPLICATIONS OF THE SEX EQUITY PROVISIONS  
FOR LOCAL VOCATIONAL EDUCATION PROGRAMS

Vocational Education Worksheet 5

The three major categories of provisions of the Education Amendments of 1976 related to sex equity in vocational education are listed below. Under each one, please list the possible implications of the provisions of that category for local vocational education programs.

Requirements for the Administration of State Vocational Education Programs

Provisions Governing State Use of Federal Vocational Education Funds

Requirements for National Vocational Education Programs

VW-5 (page 2)

## ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION

### Vocational Education Worksheet 6 For Administrators

On the following pages are a number of five-point scales which relate to administrators' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scale (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The mid-point of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates the kinds of measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible non-compliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and stereotyping. Read each scale, decide where you think your program falls, and circle the number which best corresponds.

ADMINISTRATORS--  
HAVE YOU DONE THE FOLLOWING?

- |    |                                 |   |                                                                                                                                                                             |   |                                                                                                                                                                                                                                                  |
|----|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | 1                               | 2 | 3                                                                                                                                                                           | 4 | 5                                                                                                                                                                                                                                                |
|    | No action taken in<br>this area |   | Issued a policy directive<br>on the implications of<br>Title IX and requirements<br>for nondiscrimination for<br>vocational education to<br>all appropriate staff?          |   | Issued a policy directive on<br>the implications of the Educa-<br>tion Amendments and the need<br>to overcome bias and stereo-<br>typing to all appropriate staff<br>and encouraged them to submit<br>ideas for program development?             |
| 2. | 1                               | 2 | 3                                                                                                                                                                           | 4 | 5                                                                                                                                                                                                                                                |
|    | No action taken in<br>this area |   | Asked staff to submit infor-<br>mation on instances of sex<br>discrimination in vocational<br>education policies, practices<br>and materials?                               |   | Asked staff, students and parents<br>to submit information on instan-<br>ces of sex discrimination, sex<br>bias, and sex stereotyping in<br>vocational education policies,<br>practices, and materials and<br>suggestions for their elimination? |
| 3. | 1                               | 2 | 3                                                                                                                                                                           | 4 | 5                                                                                                                                                                                                                                                |
|    | No action taken in<br>this area |   | Mandated compliance with Title<br>IX provisions on access to vo-<br>cational education courses/<br>programs through administrative<br>directive?                            |   | Held mandatory inservice trai-<br>ning for all vocational edu-<br>cation staff on procedures for<br>providing sex equity in access<br>to courses?                                                                                                |
| 4. | 1                               | 2 | 3                                                                                                                                                                           | 4 | 5                                                                                                                                                                                                                                                |
|    | No action taken in<br>this area |   | Reviewed policies governing ac-<br>cess to vocational education and<br>made modifications as necessary<br>to ensure that they do not dis-<br>criminate on the basis of sex? |   | Developed specific policies and<br>programmatic guidelines for im-<br>plementation of these policies<br>to ensure sex equity in access<br>to courses?                                                                                            |

|    |                              |   |                                                                                                                                                                                                                                 |   |                                                                                                                                                                                                                                                                     |
|----|------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | 1                            | 2 | 3                                                                                                                                                                                                                               | 4 | 5                                                                                                                                                                                                                                                                   |
|    | No action taken in this area |   | Examined procedures, criteria and testing instruments used in admitting or assigning students to vocational training and modified them as necessary to ensure that they do not discriminate on the basis of sex?                |   | Notified parents and students of the procedures, criteria and testing instruments used and the ways that they ensure equal access to courses on the bases of sex? Made available special educational services to students to assist them in meeting these criteria? |
| 6. | 1                            | 2 | 3                                                                                                                                                                                                                               | 4 | 5                                                                                                                                                                                                                                                                   |
|    | No action taken in this area |   | Reviewed all descriptive materials related to student access to courses and modified them as necessary to ensure that they do not imply, either in text or in pictures, differential treatment of students on the basis of sex? |   | Developed and implemented special recruiting procedures and materials designed to attract and interest students in enrolling in vocational training nontraditional to their sex?                                                                                    |
| 7. | 1                            | 2 | 3                                                                                                                                                                                                                               | 4 | 5                                                                                                                                                                                                                                                                   |
|    | No action taken in this area |   | Identified all vocational education courses/programs with enrollments of 80 percent or more one sex and made sure that any such disproportionate enrollments are not caused by sex discrimination in counseling services?       |   | Identified all courses/programs with enrollments of 65 percent or more one sex and developed and implemented action plans for reducing those discrepancies in the numbers of males and females enrolled?                                                            |
| 8. | 1                            | 2 | 3                                                                                                                                                                                                                               | 4 | 5                                                                                                                                                                                                                                                                   |
|    | No action taken in this area |   | Reviewed all vocational education courses and curriculum outlines and modified them as necessary to ensure nondiscrimination on the basis of sex?                                                                               |   | Made curricular and programmatic changes, including provision of support services, which will ensure females and males entering and completing courses/programs nontraditional to their sex?                                                                        |

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your score is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the Education Amendments of 1976.

Total equity score: \_\_\_\_\_  
(Compute total for all scales and divide by 8.)

## ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION

### Vocational Education Worksheet 7 For Counselors

On the following pages are a number of five-point scales which related to counselors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The mid-point of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates the kinds of measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the Mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping. Read each scale, decide where you think your program falls, and circle the number which best corresponds.

COUNSELORS--  
HAVE YOU DONE THE FOLLOWING?

- |    |                                 |   |                                                                                                                                                                                                                                                    |   |                                                                                                                                                                                                                                                                                                                                                   |
|----|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | 1                               | 2 | 3                                                                                                                                                                                                                                                  | 4 | 5                                                                                                                                                                                                                                                                                                                                                 |
|    | No action taken<br>in this area |   | Familiarized yourself with the<br>implications of Title IX regu-<br>latory requirements regarding<br>nondiscrimination in student<br>access to courses as they per-<br>tain to counseling services?                                                |   | Familiarized yourself with the<br>Education Amendments of 1976<br>regarding the elimination of sex<br>discrimination, sex bias, and<br>sex stereotyping in student access to<br>vocational education; identified<br>their implications for counseling<br>services; and made suggestions for<br>your programs?                                     |
| 2. | 1                               | 2 | 3                                                                                                                                                                                                                                                  | 4 | 5                                                                                                                                                                                                                                                                                                                                                 |
|    | No action taken<br>in this area |   | Reviewed your counseling poli-<br>cies, practices, and materials<br>to assess their compliance with<br>Title IX and made modifications<br>as necessary?                                                                                            |   | Adopted counseling policies, prac-<br>tices, and materials that are not<br>only sex fair but sex affirmative<br>(designed to overcome the effects<br>of <u>past</u> discrimination and bias)?                                                                                                                                                     |
| 3. | 1                               | 2 | 3                                                                                                                                                                                                                                                  | 4 | 5                                                                                                                                                                                                                                                                                                                                                 |
|    | No action taken<br>in this area |   | Notified students that all voc-<br>ational education courses/pro-<br>grams are open equally to females<br>and males?                                                                                                                               |   | Implemented special programs so that<br>students electing to enroll in voca-<br>tional training are making informed<br>choices based on an understanding that<br>not only are all courses open to both<br>females and males but that nontra-<br>ditional courses may be viable options<br>appropriate to their individual<br>needs and interests? |
| 4. | 1                               | 2 | 3                                                                                                                                                                                                                                                  | 4 | 5                                                                                                                                                                                                                                                                                                                                                 |
|    | No action taken<br>in this area |   | Examined all tests, testing pro-<br>cedures, and criteria used in assigning<br>students to vocational courses/programs<br>to ensure that they do not permit or<br>require differential treatment of<br>students or results on the basis of<br>sex? |   | Implemented efforts to identify<br>tests which do not differentiate on<br>the basis of sex and provided/parti-<br>cipated in training regarding the<br>nonbiased use of sex differentiated<br>tests?                                                                                                                                              |

|    |                                      |   |                                                                                                                                                                                                                                                |   |                                                                                                                                                                                                                                                                                |
|----|--------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | 1<br>No action taken<br>in this area | 2 | 3<br>Have you demonstrated that any<br>testing materials which have a dis-<br>proportionately adverse effect upon<br>students of one sex validly predict<br>success and that other materials which<br>do not have such effect are unavailable? | 4 | 5<br>Eliminated all tests which have a dispro-<br>portionately adverse effect upon students<br>of one sex, regardless of whether they<br>predict success for assignment purposes,<br>and developed alternative materials or<br>procedures which are sex fair?                  |
| 6. | 1<br>No action taken<br>in this area | 2 | 3<br>Reviewed all course enrollments<br>by sex to identify those with 80<br>percent or more one sex?                                                                                                                                           | 4 | 5<br>Examined all course enrollments by sex<br>to identify those with 65 percent or more<br>of one sex?                                                                                                                                                                        |
| 7. | 1<br>No action taken<br>in this area | 2 | 3<br>Taken steps to assure yourself<br>that sex discrimination in counseling<br>is not a causative factor if you've<br>found courses with disproportionate<br>enrollments?                                                                     | 4 | 5<br>Developed and implemented an action plan<br>for reducing the discrepancy in the<br>number of females and males in courses<br>in which you've found disproportionate<br>enrollments?                                                                                       |
| 8. | 1<br>No action taken<br>in this area | 2 | 3<br>Given your supervisor information<br>regarding any instances of dis-<br>crimination you have identified<br>in counseling policies, practices,<br>or materials relating to student<br>access to vocational education?                      | 4 | 5<br>Developed and implemented a monitoring<br>system for determining the effectiveness<br>of action plans to eliminate existing<br>sex bias, stereotyping, and discrimina-<br>tion in counseling services to identify<br>instances of new discrimination that<br>might arise? |

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the Education Amendments of 1976.

Total equity score: \_\_\_\_\_  
(Compute total for all scales  
and divide by 8.)

## ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION

### Vocational Education Worksheet 8 For Instructors

On the following pages are a number of five-point scales which relate to instructors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken in the areas considered on the scales. The midpoint (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scales (5) indicates the kinds of measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping. Read each scale, decide where you think your program falls, and circle the number which best corresponds.

INSTRUCTORS--  
HAVE YOU DONE THE FOLLOWING?

|    |                                 |   |                                                                                                                                                                                 |   |                                                                                                                                                                                                                        |
|----|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | 1                               | 2 | 3                                                                                                                                                                               | 4 | 5                                                                                                                                                                                                                      |
|    | No action taken<br>in this area |   | Familiarized yourself with the<br>regulatory requirements of<br>Title IX and their implications<br>for your program area?                                                       |   | Familiarized yourself with<br>the requirements of the Edu-<br>cation Amendments of 1976<br>and/or considered actions<br>which might be taken in your<br>courses/programs to overcome<br>sex bias and stereotyping?     |
| 2. | 1                               | 2 | 3                                                                                                                                                                               | 4 | 5                                                                                                                                                                                                                      |
|    | No action taken<br>in this area |   | Made sure that all vocational<br>and related courses and programs<br>for which you have responsibility<br>are open to both males and females<br>according to the same criteria? |   | Made curricular and program-<br>matic changes, including pro-<br>vision of support services,<br>which will assure males and<br>females entering and remaining<br>in courses/programs nontradi-<br>tional to their sex? |
| 3. | 1                               | 2 | 3                                                                                                                                                                               | 4 | 5                                                                                                                                                                                                                      |
|    | No action taken<br>in this area |   | Reviewed all course descriptions and<br>curriculum guides to ensure that<br>females and males are treated equal-<br>ly in all courses/programs for which<br>you're responsible? |   | Examined all course descriptions<br>and curriculum guides to en-<br>sure that females and males<br>needing supplemental education<br>in your area because of past<br>sex bias or discrimination<br>receive such help?  |
| 4. | 1                               | 2 | 3                                                                                                                                                                               | 4 | 5                                                                                                                                                                                                                      |
|    | No action taken<br>in this area |   | Reviewed all course enrollments<br>by sex to identify those with<br>80 percent or more of one sex?                                                                              |   | Examined all course enroll-<br>ments by sex to identify those<br>with 65 percent or more one<br>sex?                                                                                                                   |

|    |                                 |   |                                                                                                                                                                                                             |   |                                                                                                                                                                                                                                                                 |
|----|---------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | 1                               | 2 | 3                                                                                                                                                                                                           | 4 | 5                                                                                                                                                                                                                                                               |
|    | No action taken<br>in this area |   | Taken steps to assure<br>yourself that sex discrimi-<br>nation is not a causative<br>factor if you've found<br>courses with disproportionate<br>enrollments?                                                |   | Developed and implemented<br>an action plan for reducing<br>the discrepancy in number of<br>females and males enrolled if<br>you've found courses with dis-<br>proportionate enrollments?                                                                       |
| 6. | 1                               | 2 | 3                                                                                                                                                                                                           | 4 | 5                                                                                                                                                                                                                                                               |
|    | No action taken<br>in this area |   | Submitted information to<br>your supervisor regarding any<br>instances of discrimination<br>you've identified in policies,<br>practices and materials related<br>to student access to courses/<br>programs? |   | Developed and implemented<br>a personal monitoring system<br>for determining the effective-<br>ness of action plans to elimi-<br>nate sex bias, stereotyping,<br>and discrimination and to iden-<br>tify instances of new discrimi-<br>nation that might arise? |

Total equity score: \_\_\_\_\_  
(Compute total for all scales  
and divide by 6.)

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State Vocational Education Agency under the Education Amendments of 1976.

OVERCOMING SEX DISCRIMINATION AND ATTAINING SEX EQUITY  
IN VOCATIONAL EDUCATION: RECOGNIZING AND COMBATING  
SEX BIAS AND PLANNING FOR ACTION

Worksheets for Application Session B for  
Vocational Education Personnel

## WHAT HAPPENS TO . . . ?

### Vocational Education Worksheet 9

#### TODAY

Benny Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. His only industrial preparation is a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts in which he did very well. His scores on the GATB are well within acceptable ranges, and the results of an interest survey show that he has a high interest in mechanical work.

Other known information about Benny includes the following:

- His high school grades are erratic
- On occasion he has been in violation of school rules for wearing tank tops and smoking inside the building
- His attendance is irregular
- He's the oldest of five children in a single parent family

#### THE FUTURE

Do you think that Benny will complete the auto mechanics program?

What influences will encourage him to complete the program?

What influences will discourage him from completing the program?

Do you think that Benny will be successfully employed as an auto mechanic?

What influences make it likely that he will be successfully employed?

What influences make it unlikely that he will be successfully employed?

## WHAT HAPPENS TO . . . ?

### Vocational Education Worksheet 10

#### TODAY

Benita Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. Her only industrial preparation was a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts, in which she did very well. Her scores on the GATB are well within acceptable ranges, and the results of an interest survey show that she has a high interest in mechanical work.

Other known information about Benita includes the following:

- Her high school grades are erratic
- On occasion she has been in violation of school rules for wearing tank tops and smoking inside the building
- Her attendance is irregular
- She's the oldest of five children in a single parent family

#### THE FUTURE

Do you think that Benita will complete the auto mechanics program?

What influences will encourage her to complete the program?

What influences will discourage her from completing the program?

Do you think that Benita will successfully employed as an auto mechanic?

What influences make it likely that she will be successfully employed?

What influences make it unlikely that she will be successfully employed?

## RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

### Vocational Education Worksheet 11 For Administrators

Directions: Listed below are a number of situations which are familiar to vocational education administrators. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

D - Discriminatory behavior - a violation of Title IX

B - Sex-biased behavior - reflects bias or stereotyping but it is not a violation of Title IX

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: You are interviewing a female candidate for a position as head of the home economics department. In the course of the interview you ask the following questions:

Responses: \_\_\_\_\_ A. "Do you intend to have any more children?"  
\_\_\_\_\_ B. "What does your husband do for a living?"  
\_\_\_\_\_ C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"  
\_\_\_\_\_ D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

2. Situation: As a male administrator you demonstrate the following patterns of non-verbal behavior:

Responses: \_\_\_\_\_ A. In mixed groups, such as staff meetings, you maintain eye contact primarily with other male staff members; you look directly at women only when responding to or addressing them.  
\_\_\_\_\_ B. In the halls, staff lounge, and other informal settings you stand or sit near female and male staff members with appropriately the same frequency and seems to feel comfortable doing so.  
\_\_\_\_\_ C. He uses touch to indicate support, gently grasping a hand or arm of both females and males, being sensitive to those who may dislike being touched.

3. Situation: Your institution maintains the following administrative position on dress/appearance of staff:

Responses: ☐ A. Although there's an expectation that staff dress neatly and appropriately for their job, there are no rules or regulations. Any gross violations would be handled individually.

☐ B. There are no rules or regulations concerning staff appearance other than an unwritten expectation that "one wear what is appropriate for one's job." Female and male staff members are encouraged to wear comfortable clothing that allows them freedom of movement necessary for carrying out their job responsibilities.

☐ C. Staff members are required to wear dress apparel (shirts and ties and jackets for males, dresses/pants outfits for women) or uniforms.

4. Situation: You receive information related to an administrative intern training program. You:

Responses: ☐ A. Distribute the information only to male teachers.

☐ B. Distribute it to all teachers.

☐ C. Conduct a special recruiting effort to attract more female teachers into the intern program.

5. Situation: One of your responsibilities is to review the list of individuals and programs who will be coming in to present assembly programs to students during the year. This list is prepared by student council and then given to you for final approval. The student population of your vocational high school is 57 percent female, 43 percent male and 27 percent Black, 60 percent white. The list you approve has the following distribution of individuals and groups:

Responses: ☐ A. 3 white male speakers; 1 all white male musical group; 1 film about professional sports in the United States

☐ B. 3 white male speakers; 2 Black speakers, one male and one female; one Hispanic male speaker; 2 musical programs presenting a variety of music from classical to ethnic; 1 film on the Olympics, part of which emphasizes the emerging role of women in the Olympic Games

☐ C. 8 speakers (four males and four females, all of whom are white), 1 white male rock group with a white female vocalist; and 1 film about professional sports in the United States

6. Situation: Your school utilizes the following forms:

- Responses: \_\_\_\_\_ A. An application for employment which asks for the applicant's marital status, spouse's name, and number of children
- \_\_\_\_\_ B. A report card form which begins "Dear Mr. and Mrs."
- \_\_\_\_\_ C. A report card form which begins "To the family of \_\_\_\_\_"  
student's name
- \_\_\_\_\_ D. A data form completed by employees after they are hired which asks marital status for insurance purposes

7. Situation: Your school has developed the following administrative procedures for students entering vocational programs nontraditional to their sex:

- Responses: \_\_\_\_\_ A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.
- \_\_\_\_\_ B. Students of either sex who want to enroll in a program with prerequisites which they have not had may take a proficiency test to demonstrate relevant basic skills. Based on the results of that test, they may or may not be admitted.
- \_\_\_\_\_ C. Students of either sex who want to enroll in nontraditional programs and who, as a result of past discrimination, have neither had the prerequisites nor acquired the basic skills may receive supplemental instruction. This intensified instruction can qualify them to enter the program within a short period of time.

8. Situation: Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking programs. This course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education and apartment living from an individual rather than a family point of view. Your curriculum committee has made the following suggestions for a course title:

- Responses: \_\_\_\_\_ A. Survival for Singles
- \_\_\_\_\_ B. Bachelor Living
- \_\_\_\_\_ C. Living Alone and Like It
- \_\_\_\_\_ D. Basic Home Economics for Boys

9. Situation: One of your industrial arts teachers has made it clear that he doesn't approve of having young women in welding and anyone who enrolls in his program probably won't last for very long. Six weeks into the school year a young woman welding student comes to you indicating that she's being harassed both by that teacher and students. You say to her:

Responses: \_\_\_\_\_ A. "It sounds as if you're having a rough time in that class. Let's see about getting you transferred to Mr. Jeffrey's class. That might be a little more inconvenient for your schedule, but it will solve the problem."

\_\_\_\_\_ B. "I'm disappointed to hear that you're having such a difficult time. That shouldn't be the case. Give me a day to check this out, to talk with Mr. Clements and some of the students. See me tomorrow morning and we'll discuss some options. The one thing I want to stress is that you are entitled to be in any vocational program of your choice without harassment, and it's my responsibility to see that your rights are protected."

\_\_\_\_\_ C. "It's all part of the game. Since you're the first female, you're going to have to put up with some kidding. Don't take it too seriously."

10. Situation: Your work experience coordinator informs you that one of your most supportive and cooperative employers (a construction company) has refused to take a female trainee in carpentry. You:

Responses: \_\_\_\_\_ A. Check the facts, find out that they are correct, and decide to try to make a deal with the manager of the construction company. The two of you agree that you won't send him any female carpenters or craft trainees in exchange for his starting to take business/office occupations students whom he hasn't used before.

\_\_\_\_\_ B. Tell your placement coordinator to keep the situation quiet. You'll continue to send the company male trainees but find someplace else for female trainees.

\_\_\_\_\_ C. Confirm the facts and tell the manager that you can no longer send him male trainees if he refuses to accept female trainees.

11. Situation: You are thinking about the use of rough or obscene language and various terms of address for males and females. You:

Responses: \_\_\_\_\_ A. Avoid using rough or obscene language in front of females but use it freely with males.

\_\_\_\_\_ B. Try to avoid using rough or obscene language around females and apologize when you slip.

\_\_\_\_ C. Refer to males on the staff as "men" and the women as "gals."

\_\_\_\_ D. Have signs on the restroom doors that say "men" and "ladies."

12. Situation: There's only one restroom facility in your agricultural building. Since no females have been in agriculture until this year, the single facility has never created a problem. Now the four young women are objecting to having to go to another building to use the restroom:  
You:

Responses: \_\_\_\_ A. Tell the students that since their restroom is in the other building, that's the one they'll have to use.

\_\_\_\_ B. Decide that since the number of students using the restroom is small, you'll have a lock put on the door and allow both sexes to use it.

\_\_\_\_ C. Instruct the teacher to let the females use the restroom in emergency situations.

## RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

### Vocational Education Worksheet 12 For Counselors

Directions: Listed below are a number of situations which are familiar to vocational education counselors. Under each situation three or four possible responses are provided. Please read each situation and determine how each of the responses would be described according to the following categories.

D - Discriminatory behavior - a violation of Title IX

B - Sex-biased behavior - reflects bias or stereotyping but  
is not a violation of Title IX

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects  
of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As a counselor you believe that part of your responsibility is to support students for their academic achievement, career aspirations, and social behavior. You make the following comments to female and male students:

- Responses: \_\_\_\_\_ A. "Jimmy, that's great that you asked for some information on careers in computer science. There are several brochures on top of my file cabinet. Let me know what you think about all that."/"Melissa, you finally got your hair cut. You look so much more attractive."
- \_\_\_\_\_ B. "It appears that office education may not really be the best place for you, Marguerita. What about taking the GATB and and interest inventory? Based on that information, we could start looking at some other options for you."
- \_\_\_\_\_ C. "Andrea and Carl, I understand that the two of you are interested in using the computer terminal to find information on technical schools offering programs in environmental technology. It's great that you found out about the computer program and decided to use it."

2. Situation: You demonstrate the following patterns of non-verbal behavior in your counseling situations:

- Responses: \_\_\_\_\_ A. You maintain direct eye contact with same-sex students and indirect eye contact with opposite-sex students.
- \_\_\_\_\_ B. You stand and sit as close to students of one sex as you do students of the other sex.
- \_\_\_\_\_ C. You use touch to indicate support, gently grasping the arm or shoulder of both males and females, being sensitive to students who may dislike being touched.

3. Situation: A 16-year old student who is pregnant comes to you for assistance in deciding whether or not she should stay in her pre-vocational program in distributive education. You say:

- Responses: \_\_\_\_\_ A. "Trying to go to school and take care of a baby at the same time will be extremely difficult for you."
- \_\_\_\_\_ B. "You can continue in school. There's no reason for you to leave unless you want to."
- \_\_\_\_\_ C. "You'll probably find it very embarrassing to stay in school here. There's a special school for girls in your condition. That would be the best place for you. See Mrs. James to sign up for that program."
- \_\_\_\_\_ D. "There's no reason whatsoever why you can't complete your program in distributive education. Why don't we explore the various options open to you and see what might work out best both before and after the baby is born."

4. Situation: You overhear a colleague making the following comments to students:

- Responses: \_\_\_\_\_ A. "It's apparent that you're really angry about being accused of breaking into Dirk's locker. Why don't we talk about that first, William, and then we'll explore possible options for getting the situation settled once and for all."/"Now, Cathy, there's no point in getting angry about the accusation. We all know that you didn't do it. We just have to figure out who did."
- \_\_\_\_\_ B. "I know that you're very hurt by Angela's giving you your ring back, but there's no point crying about it. It's not the end of the world. Pull yourself together and go ask Debbie if she would like to go to this week's game with you."/"It's obvious that you're really hurt by David's asking for his ring back. Why don't you go ahead and cry. Get it all out of your system and then we'll talk about how you can get another boyfriend."

- \_\_\_\_ C. "You appear to be really disturbed about not getting into the program. I didn't know that you were counting on it that much, Pat. Are you angry or hurt and disappointed? Do you know what triggered those feelings? Let's talk about that for a while before we start exploring options."
5. Situation: You're responsible for setting up a career day for students. You:
- Responses: \_\_\_\_ A. Arrange for female and male speakers in careers traditional to their sex and assign students to sex-traditional areas. (Females hear the secretary, nurse, etc.; males hear the insurance agent, telephone installer, etc.)
- \_\_\_\_ B. Arrange for speakers without regard to their sex and allow students to self-select; you provide students with detailed information about speakers and encourage them to make a variety of choices.
- \_\_\_\_ C. Arrange for female and male speakers in careers both traditional and nontraditional to their sexes and schedule them in a way which requires students to hear 9 out of 12 speakers.
6. Situation: The following are items on a vocational interest survey:
- Responses: \_\_\_\_ A. Would you like to build model cars and fix a bike or solve crossword puzzles and learn carpentry?
- \_\_\_\_ B. Would you like to babysit and bake a cake or crochet and watch television?
- \_\_\_\_ C. Would you like to read a novel and play tennis or join a club and take a biology course?
7. Situation: Ellen, a high school senior, needs summer work to help pay tuition to computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she replies that she likes to fix things. You suggest that she:
- Responses: \_\_\_\_ A. Investigate the "openings for girls" listed on the "jobs for summer" board.
- \_\_\_\_ B. Call a temporary agency which has opportunities for light office work (filing, answering the phone) during the summer.
- \_\_\_\_ C. Join a group of students doing minor home repairs and lawn and garden work during the summer.
- \_\_\_\_ D. Investigate a new city-sponsored program attempting to find jobs for young women in nontraditional fields.
8. Situation: Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking. This course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education, and apartment living from an individual rather than a family point of view. You recommend the following as a course title:

- Responses: ☐ A. Survival for Singles  
☐ B. Bachelor Living  
☐ C. Living Alone and Like It  
☐ D. Basic Home Economics for Boys

9. Situation: The following are excerpts from career education materials distributed from your school's job placement center:

- Responses: ☐ A. "Our supervisory candidates, women and men who are young in years and mature in attitudes, are chosen annually; most will be in responsible positions within five years."  
☐ B. "All the girls wear attractive uniforms, have interesting jobs, and are surrounded by men."  
☐ C. /a pamphlet entitled/ "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security"

10. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby sitting and last summer he worked as a counselor at a day camp. He thinks he might eventually like to be a preschool or elementary school teacher, but he's afraid he'll be the only boy in the class and that the other students will make fun of him. You say to him:

- Responses: ☐ A. "In this school you have the right to take any class you want."  
☐ B. "Why don't you get some friends to sign up for the class with you? There's safety in numbers, you know. You shouldn't be there alone."  
☐ C. "Well, you're probably right about being the object of a few jokes. Why don't you continue your summer activities, if you're really interested in working with young children. Select some other elective such as business law."

11. Situation: Mary, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the work placement activity that accompanies the course because she's heard that cooperating auto shops exclude females. You say to her:

- Responses: ☐ A. "Well, you know there are still many employers who are reluctant to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."

- \_\_\_\_ B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a coop program that won't take female students. If we find that this program is discriminating, the school can't continue to use it."
- \_\_\_\_ C. "Under Title IX students are assured the right to nondiscrimination in all education programs. Although some employers are reluctant to accept females in certain job placements, they are required to do so if they are to be involved in school programs. I think you'll find that many attitudes are beginning to change. You may want to talk to Sara Benavidez about her experiences entering the auto body work placement."

12. Situation: The following are excerpts from student scheduling forms which parents must sign:

Responses: \_\_\_\_ A. "Dear Mr. and Mrs."

\_\_\_\_ B. "A student in Stevens High School has many options open to him. He may . . ."

\_\_\_\_ C. "The family of \_\_\_\_\_"  
(student's name)

## RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

### Vocational Education Worksheet 13 For Instructors

Directions: Listed below are a number of situations which are familiar to vocational education instructors. Under each situation three or four possible responses are provided. Please read each situation and response and determine how each of the responses would be described according to the following categories:

- |                              |                                                                       |
|------------------------------|-----------------------------------------------------------------------|
| D - Discriminatory behavior  | - a violation of Title IX                                             |
| B - Sex-biased behavior      | - reflects bias or stereotyping but it is not a violation of Title IX |
| F - Sex-fair behavior        | - treats both sexes in equal or similar ways                          |
| A - Sex-affirmative behavior | - attempts to compensate for the effects of past discrimination       |

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As a teacher you believe it's important for you to support students as appropriate for their academic achievement, career aspirations, and social behavior. You make the following comments to students:

- Responses: \_\_\_\_\_ A. "You finally got your hair cut. Melissa, you certainly look much more attractive." "Greg, you did a really great job on putting in the 220 wiring! You'll be ready for an apprenticeship soon."
- \_\_\_\_\_ B. "Kathy and Louie, both of you did an excellent job on planning those doors. That's really good work."
- \_\_\_\_\_ C. "Marguerita, I noticed yesterday that you're handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we've got around here!"

2. Situation: You observe the following non-verbal behavior patterns of a male welding teacher:

- Responses: \_\_\_\_\_ A. He visits the work stations of males and females with approximately the same rate of frequency.
- \_\_\_\_\_ B. He uses touch as an indicator of support by gently grasping both females and males on the arm or shoulder, being sensitive to those who may dislike being touched.

- \_\_\_\_\_ C. He maintains direct eye contact with male students while establishing eye contact with female students only when specifically responding to or addressing them.
3. Situation: You run a floristry lab which sells students' arrangements at cost to people in the community. Your school has no student dress code other than the requirement that students may not wear anything which would "disrupt the educational process." However, as a teacher you:
- Responses: \_\_\_\_\_ A. Require students working behind the counter waiting on customers to wear unisex jackets.
- \_\_\_\_\_ B. Make a point to encourage young women and young men to wear comfortable clothing which allows them freedom of movement for stooping, lifting, carrying heavy items, and sitting on high stools.
- \_\_\_\_\_ C. Allow male students to wear T-shirts and tank tops but not females.
4. Situation: As a home economics teacher, you encourage your students to be in good physical and mental health by:
- Responses: \_\_\_\_\_ A. Maintaining a bulletin board with pictures of males lifting weights, jogging, and playing baseball and handball; while females (in leotards) are pictured doing exercises and riding bikes.
- \_\_\_\_\_ B. Conducting a unit on "taking care of myself" in which all students formulate objectives for themselves in all of the following areas: nutrition, exercise, rest, preventive medical and dental care, and neat and attractive physical appearance.
- \_\_\_\_\_ C. Inviting a makeup consultant in to demonstrate use of makeup to females in your class; providing males have a movie on aerobics.
5. Situation: In your marriage and family class students are building a diorama on family roles and responsibilities which will be placed on the school's main display area. It shows:
- Responses: \_\_\_\_\_ A. both adult males and females taking care of and playing with children
- \_\_\_\_\_ B. females caring for children and males playing with children
- \_\_\_\_\_ C. males doing yard work; females doing laundry and cleaning
- \_\_\_\_\_ D. females doing yard work; males doing laundry and cleaning; both doing cooking

6. Situation: The following are excerpts from career education materials distributed in your school's job placement center:

Responses: ☐ A. "All girls wear attractive uniforms, having interesting jobs, and are surrounded by men."  
☐ B. "Our supervisory candidates, women and men who are young in years but mature in attitudes, are chosen annually; most will be in responsible positions within five years."  
☐ C. (a pamphlet entitled) "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security"

7. Situation: You want to offer a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, personal care, consumer education, and apartment living from an individual rather than a family perspective. You decide to call this course:

Responses: ☐ A. Survival for Singles  
☐ B. Bachelor Living  
☐ C. Living Alone and Liking It  
☐ D. Basic Home Economics for Boys

8. Situation: In making student assignments, you:

Responses: ☐ A. Require males to make a bookcase; females, a cheese board.  
☐ B. Tell students that you need two volunteers: a male to run the film projector and a female to take attendance.  
☐ C. Select males to head student work teams on the assumption that males need to have more responsibility than females.

9. Situation: You undertake extracurricular responsibilities:

Responses: ☐ A. As advisor of the newly integrated Future Farmers of America, you give students the option of choosing a blazer or a windbreaker as a club jacket.  
☐ B. As Vocational Industrial Clubs of America (VICA) advisor, you're concerned about student leadership positions being held by males since the group began. You share your concern with students and discuss what possible options are available to increase females' leadership opportunities.  
☐ C. As advisor for the Future Homemakers of America, you allow female students to earn club credits through baby-sitting for you. That option isn't open to males in the group.

10. Situation: Students in your cosmetology class are boycotting the presence of the first male student by ignoring him, hiding materials and supplies from his station, and slipping nasty notes in his locker. You:

Responses: ☐ A. Ask the counselor to remove him from your class.

☐ B. Ignore the students' behavior on the premise that they'll come to accept him in time so there's no point in making an issue of it now.

☐ C. Establish and enforce strict rules against harassment of any student.

☐ D. Establish and enforce strict rules against harassment while at the same time helping all students to explore sex stereotyping and its implications for them.

11. Situation: In your coed gourmet cooking class, the females often take responsibility for cleaning up after the males. While they do this, the males sit, finish off the food, chat, or do their homework. You:

Responses: ☐ A. Ignore this behavior since the females are doing it on their own and the males aren't causing any problems.

☐ B. Praise the females for being so considerate and helpful.

☐ C. Clarify responsibilities so that both sexes clean up after they've finished cooking.

12. Situation: You're a home economics teacher introducing a sewing machine to a coed class. One of your concerns is how to present the machine to the young men in the class, most of whom have had no previous experience at all. You:

Responses: ☐ A. Present the sewing machine as you might introduce any other power tool.

☐ B. Team males and females in the class so that females can give the males assistance in learning how to use the machine.

☐ C. Divide the class by sex so that you can spend more time with the males.

## HOW TO RECRUIT

### Vocational Education Worksheet 14

Directions: The purpose of this activity is to brainstorm as many suggestions as possible as to how you in your role of vocational administrator, teacher, or counselor can recruit and assure the successful completion of students in courses nontraditional to their sex. You'll use many of these ideas later as you develop a specific program to increase the numbers of females or males in certain courses or programs.

First, form role groups of teachers, administrators, or counselors. Next, appoint a recorder who will write on newsprint all the ideas generated by your group. When the facilitator gives the signal, suggest as many ideas as you can on how you could recruit more students into courses nontraditional to their sex and how you can assure their successful completion of such courses/programs.

Before she/he gives the "go" signal, the facilitator will review with you the following basic principles of brainstorming:

- The purpose is to generate as many ideas as possible within a short amount of time.
- There will be no evaluation of ideas. Although an idea may appear to be impractical or unworkable, that idea may stimulate someone else to contribute something which would be highly practical and workable.

You may want to use the rest of this sheet for jotting down some of the ideas which you have or some of those generated by the group which would be particularly relevant to you in your school.

After 10 minutes the facilitator will call time. The recorder for each group should post the group's work where it can easily be seen. Each recorder will then summarize the ideas of the total group.

DEVELOPING A PLAN FOR RECRUITING STUDENTS INTO VOCATIONAL  
TRAINING PROGRAMS NONTRADITIONAL TO THEIR SEX

Vocational Education Worksheet 15

Directions: In this activity, you'll have the opportunity to develop a specific plan for recruiting students into courses/programs nontraditional to their sex and assuring their successful completion of such programs and courses. In developing this plan you'll be using data generated in the preceding activity.

The following steps are involved in completing this activity:

- Form a group of three persons. Where possible, make sure your group includes persons from different professional roles--e.g., an administrator, a counselor, and a teacher.
- Review individually the following sections of this worksheet:
  - Background Information
  - Current Male/Female Enrollments
  - Sample Recruiting Plan
- Decide within your group the area on which your recruiting plan will focus. It may be a course (singles living), a program (carpentry), or an area (health occupations). You may also select two programs (floristry and ornamental horticulture, for example) if a grouping of two or more programs is basic to your recruitment plan. The area(s) you select may be those you are most familiar with, those that show the greatest discrepancies in male and female enrollments, or those chosen on the basis of other criteria that you establish.
- Feel free to make any assumptions about the courses/programs that you believe to be appropriate (e.g., that the curriculum has not been adapted to meet the interests and needs of both sexes).
- Using the attached form, develop a recruiting plan for enrolling and ensuring the successful completion by students of courses nontraditional to their sex. The ultimate goal will be to balance male/female enrollments in vocational education areas, courses, or programs so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. As part of the plan, develop specific objectives and a timetable and work activities for achieving those objectives. Use a separate form for each course/program area you select. Do as many as you can in the time allotted.

### Background Information

You are on the staff of a two-year vocational high school (Stivers High) which serves a district of 25,000 adjacent to a major metropolitan area. Students come to Stivers for their last two years of school, during which they complete a vocational training program, finish basic academic requirements for graduation, and participate in a work experience program. Before coming to Stivers, some students have completed a pre-vocational program; others have not. Stivers offers a full range of extracurricular activities for students.

The board of education of the district has enacted a policy of nondiscrimination on the basis of sex and compliance with Title IX. It has also disseminated guidelines for implementation of that policy. In accordance with these guidelines, Stivers is developing an affirmative program designed to ensure Title IX compliance and to achieve sex equity in vocational education.

One of the long range goals of this program is to balance the female and male enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. This would mean that all course enrollments would be within the 35 percent - 65 percent range of one sex or the other. In this activity you will focus on developing a recruiting plan to increase the numbers of students in courses/programs atypical to their sex and ensuring their continuance in these courses/programs as one means of achieving the long range goal.

### Current Male/Female Enrollments in Stivers High School Vocational Education Courses

| <u>Agriculture</u>                | <u>Male</u> | <u>Female</u> |
|-----------------------------------|-------------|---------------|
| Ornamental Horticulture           | 75%         | 25%           |
| <u>Marketing and Distribution</u> |             |               |
| Distributive Education            | 52%         | 48%           |
| Food Merchandising                | 65%         | 35%           |
| Fashion Merchandising             | 34%         | 66%           |
| Floristry                         | 30%         | 70%           |
| <u>Consumer and Homemaking</u>    |             |               |
| Home Economics                    | 0%          | 100%          |
| Family Living                     | 0%          | 100%          |
| Clothing and Textiles             | 0%          | 100%          |
| Food and Nutrition                | 2%          | 98%           |
| Home Furnishings and Housing      | 0%          | 100%          |
| Marriage and Family               | 60%         | 40%           |
| Singles Living                    | 75%         | 25%           |

|                                        | <u>Male</u> | <u>Female</u> |
|----------------------------------------|-------------|---------------|
| <u>Occupational Home Economics</u>     |             |               |
| Care and Guidance of Children          | 8%          | 92%           |
| Food Management                        | 25%         | 75%           |
| Occupational Sewing and Fashion design | 5%          | 95%           |
| <u>Office</u>                          |             |               |
| Business Data Processing               | 51%         | 49%           |
| Clerk-Typing                           | 15%         | 85%           |
| Steno., Secretarial                    | 4%          | 96%           |
| Business Law                           | 75%         | 25%           |
| Consumer Education                     | 48%         | 52%           |
| <u>Health</u>                          |             |               |
| Health Assistant                       | 0%          | 100%          |
| Practical Nursing                      | 0%          | 100%          |
| <u>Trades and Industry</u>             |             |               |
| Heating/Air Conditioning               | 100%        | 0%            |
| Auto Mechanics                         | 90%         | 10%           |
| Auto Body and Fender                   | 90%         | 10%           |
| Carpentry                              | 100%        | 0%            |
| Electricity                            | 100%        | 0%            |
| Graphic Arts                           | 60%         | 40%           |
| Cosmetology                            | 28%         | 72%           |
| Photography                            | 60%         | 40%           |
| Upholstery                             | 100%        | 0%            |
| Custodial Services                     | 100%        | 0%            |

### Sample Recruiting Plan

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan: \_\_\_\_\_

Auto mechanics and auto body/fender

3. Why did you select this program area(s)? \_\_\_\_\_

So few females enrolled historically; area presents excellent  
opportunities for women

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

Objective #1: \_\_\_\_\_

Stivers High School will increase the number of females enrolled  
in auto mechanics/auto body by 20% within three years

Objective #2: Stivers High School will maintain a successful completion

rate of females and males in auto mechanics/auto body of 75% over  
the next three years

Objective #3: \_\_\_\_\_

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or teachers) and a timeline for completion of the task.

#### Objective #1

Work activity #1: In conjunction with graphic arts, the automotives depart-  
ment will produce a brochure on opportunities for women in automotives.

Person(s) responsible: Automotives department head; Graphic Department head

Completed by: November 1977

Work activity #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Objective #2

Work activity #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #2: Teachers will hold individual conferences with each student once every six weeks to review progress. Conferences will follow a procedure developed jointly by counselors and teachers designed to discover early any potential problems students may be experiencing.

Person(s) responsible: Counseling department head; Vocational Education programs director

Completed by: September 1977

Work activity #3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Objective #3

Work activity #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

The Recruiting Plan:

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.
2. Program area(s) covered in this recruiting plan: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why did you select this program area(s)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.  
  
Objective #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
Objective #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
Objective #3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or teachers) and a timeline for completion of the task.  
  
Objective #1  
  
Work activity #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
Person(s) responsible: \_\_\_\_\_  
  
Completed by: \_\_\_\_\_

Work activity #2: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #3: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Objective #2

Work activity #1: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #2: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #3: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Objective #3

Work activity #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

The Recruiting Plan:

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan: \_\_\_\_\_

\_\_\_\_\_

3. Why did you select this program area(s)? \_\_\_\_\_

\_\_\_\_\_

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

Objective #1: \_\_\_\_\_

\_\_\_\_\_

Objective #2: \_\_\_\_\_

\_\_\_\_\_

Objective #3: \_\_\_\_\_

\_\_\_\_\_

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or teachers) and a timeline for completion of the task.

Objective #1

Work activity #1: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #2: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #3: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Objective #2

Work activity #1: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #2: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #3: \_\_\_\_\_

\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Objective #3

Work activity #1: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #2: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

Work activity #3: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Person(s) responsible: \_\_\_\_\_

Completed by: \_\_\_\_\_

## PROGRAM PLANNING OUTLINE

### Vocational Education Information Sheet 16

#### Seven Step Program Planning Process

- Step 1: Setting measurable goals and objectives
- Step 2: Planning programs for each goal (programs would include specified objectives, subobjectives, work activities, products, and outcomes)
- Step 3: Developing a budget
- Step 4: Implementing the program
- Step 5: Evaluating the program
- Step 6: Updating and adjusting program plans
- Step 7: Reporting results of the program

#### Basic Principles of Effective Program Planning

1. Program planning is an on-going, continuous process. Every program should be in some phase of the program planning process.
2. Program planners should utilize all seven phases of the program planning process.
3. Those who will carry out the program should be included or represented in every phase of the process.
4. Timelines should be carefully delineated, and responsibilities should be clearly assigned.
5. Most plans should include an in-service training component as part of the implementation phase.

## MY ACTION PLAN

### Vocational Education Worksheet 17

Directions: The information and experiences of Sessions A and B of this workshop should have given you a wide range of ideas as to how you can assist in complying with Title IX and implementing sex equity in your school. Some of the ideas would be appropriate for you in your situation; others would be inappropriate; some would be workable with modification. Many of the ideas presented you could do entirely on your own; others would require the cooperation and assistance of other vocational education personnel within your school.

As the final activity in this workshop, you have the opportunity to develop your own action plan, one which would be realistic for you to do in your situation and one to which you're willing to commit yourself. Using the following simplified program planning outline, determine specifications for your own action plan.

1. What objective(s) would you set for yourself for achieving sex equity within your school? (include timeline)

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

2. What are the appropriate work activities needed to achieve this objective?

Work activity 1: \_\_\_\_\_

Person responsible: \_\_\_\_\_ Completed by: \_\_\_\_\_

Work activity 2: \_\_\_\_\_

Person responsible: \_\_\_\_\_ Completed by: \_\_\_\_\_

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

| <u>Items</u> | <u>Cost</u> |
|--------------|-------------|
| _____        | _____       |
| _____        | _____       |
| _____        | _____       |

4. What are the specific steps you need to take to implement your program?  
(Put them in chronological order.)

Step 1: \_\_\_\_\_

Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

Step 5: \_\_\_\_\_

5. How can you evaluate your action plan, and at what point will you do so?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How will you let others know about your action plan and its outcomes?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_